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ABSTRACT

This curriculum package on learning to learn is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries. After an overview of the Workforce 2000 Partnership, the curriculum package's contents are described. Presented next is a curriculum guide for a course in learning to learn for new employees. Included in the curriculum guide are the following: module title; author; job title; general instructional objective; overall time; and specific instructional objectives, list of required resources and materials, and suggested learning activities and evaluation activities. Next, a lesson plan is provided that contains detailed instructions for conducting the guided practice, applied practice, and closure activities. The activities provided are designed to help learners develop the learning, critical thinking, and problem-solving skills required to apply or transfer skills from one job situation to another. Concluding the document are handouts, transparencies, tests and a sample individual education plan. (MN)

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Workforce Partnership

Patterns for Success: Learning to Learn (P2)

EDUCATION PARTNERS

Enterprise State Junior College

MacArthur State Technical
College

Southeast Alabama Adult
Network

Laurens County Literacy Council

INDUSTRY PARTNERS

CMI Industries, Inc.

Opp & Micolas Mills

Pridecraft Enterprises

Shaw Industries

The Workforce 2000 Partnership combines the resources of educational and industrial partners to provide education and training in communication, computation and critical thinking skill to employees in the apparel, carpet and textile industries. The project is funded by a US Department of Education National Workplace Literacy Program grant awarded over three years to Enterprise State Junior College in the amount of \$2,243,470 (70%) with committed private sector matching funds of \$961,487 (30%), bringing the total program resources to \$3,204,957. The activities of the Partnership do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. Participation by the education or industrial partners in the project should also not be construed as endorsement by the Government of any partners' products.

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INTRODUCTION

The Workforce 2000 Partnership is a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees in the textile, apparel, and carpet industries. The Partnership serves line employees and first-line supervisors at 15 plants in Alabama, Georgia, and South Carolina. The curricula for these topics is developed by the educational partners which include a junior college, a technical college, and two adult education/literacy programs.

The Partnership uses functional context curricula to teach the topics listed above. This introduction will describe how the curriculum is developed, the contents of this curriculum package, and how to involve learners in the educational process.

CURRICULUM DEVELOPMENT

Before writing curriculum instructors must know what employees need to learn. An instructional need is defined as the difference between what workers know and what the job requires. Project staff employ a variety of methods to analyze the duties and tasks of the jobs, as well as what kinds of communication, computation, and creative thinking skills are required. The analyses include interviewing exemplary workers; observing these workers on the job; interviewing groups of workers who perform the same or very similar jobs; reviewing documents such as job descriptions, handbooks, signs, memoranda, etc; interviewing supervisors and managers; and structuring surveys to be completed by workers, supervisors, and managers. Also during the analyses the curriculum developer will look for skills that the worker must perform to be considered for promotions.

Needs assessment is a vital part of the curriculum development process because the educator must fully understand what a worker does in order to determine what the worker must learn. As the needs assessment process continues, the educator also collects numerous documents to use as materials for instruction. The use of work-specific materials for instruction is what sets workplace education apart from other types of adult education. These materials allow skills to be learned in the classroom and more readily transferred to the plant floor. Therefore, reading skills improvement takes place as the worker is reading and comprehending the employee handbook; math skills improvement happens while the worker is computing percentages for production; and thinking skills improve as the worker is learning to work as a team member.

CONTENTS OF THIS CURRICULUM PACKAGE

The Curriculum Guide

The curriculum guide provides a quick view of all the major components of the curriculum. The job title for which the curriculum was originally developed and field tested is given in the upper left hand corner under the name of the curriculum module. Next is the General

Instructional Objective that defines the major purpose of the curriculum. The Overall Time is listed to estimate the amount of time that should be devoted to the entire module.

The chart is used by reading across the columns to match the Specific Instructional Objective with the estimated amount of time required, the Learning Activities, Resources required for the activities, and the Evaluation method used to assess achievement of the specific objective. The instructor should carefully review the column on Resources / Materials to ensure that necessary items are readily available. Copyrighted materials may be referenced in the Resources section of the Curriculum Guide; however, no copyrighted material has been duplicated and placed in this module.

Sequencing Learning Activities

Project staff use a model of instructional sequencing adapted from *Literacy at Work* by Jori Phillipi¹. In this model, the instructional sequence begins with an activity designed to invite the learners into the learning process. This activity will allow the learners to bring to mind past learning and experiences in a way that will facilitate the learning of new information. The activity may come from the workplace or from other real-life situations.

Once the new information has been presented, learners participate in activities designed to practice skills clustered in increasingly larger chunks. These skills are then applied to situations from the workplace to maximize the transfer of the skills learned. A closure activity provides for review and assessment of the skills learned and may also identify needs for further learning.

Lesson Plan

The Lesson Plan contains the detailed explanation of the activities referenced on the Curriculum Guide. Note that the numbering system for the activities is the same on the Curriculum Guide and in the Lesson Plan. In reviewing the Lesson Plan, the instructor should look for places where more appropriate work-specific items can be substituted. This substitution customizes the curriculum for the specific work site and makes the learning activities more meaningful for the learners involved.

Handouts, Transparencies and Tests

The Lesson Plan may require that handouts and/or transparencies be used in teaching the module. If so, these items are located behind the Lesson Plan in the curriculum package and are designated as Handouts or Transparencies in the header at the top of the page. If a pre- and post-test (called Preview and Review) are a part of the module, these will also be found in the Handouts section.

¹ Phillipi, Jori. *Literacy at Work: The Workbook for Program Directors*. New York: Simon & Schuster Workplace Resources, 1991.

INCLUDING LEARNERS IN THE EDUCATIONAL PROCESS

It is essential to provide opportunities for the adult learners to recognize their place in the educational process. The first step in the process is the assessment of the learner's skills and needs which is performed jointly by the learner and the instructor. This assessment becomes a part of the learner's Individual Education Plan (IEP). The IEP forms used by the Partnership are contained in this module. The IEP provides for collection of demographic data, evaluation of learner's skills and needs, and an outline of the activities in this module.

Every activity contains opportunities for evaluation, and, as much as possible, the learners perform the evaluation themselves. As curriculum is written, a page is developed for the learners to use to follow the sequence of activities and to document their performance. This page, called the Learner's Page, becomes a part of the IEP.

Frequently, pre- and post-tests (referred to as Previews and Reviews) are administered as a part of the evaluation process. Learners participate in scoring these tests and write their scores on their pages. To vary the assessment methods, the learners may be asked to rate themselves on their ability to perform certain skills, to write a phrase or statement that expresses their belief about their learning, or to specify what skills need more practice.

The purpose for including the learners in the evaluation process is to help them understand that assessment is reflective, constructive, and self-regulated. The learners, having participated in an ongoing needs assessment process, understand why they are participating in the learning activities. Therefore, including them in the evaluation of the learning gives them opportunities for relearning, synthesizing, and applying the skills.

Written self-evaluative comments on the Learner's Page also provide opportunities for communication between the learner and the instructor. This type of assessment is teacher-mediated (*i.e.* usually done when instructed by the teacher), ongoing, and cumulative. The Learner's Page is filed in his or her folder which is regularly reviewed by the instructor. During the reviews, the instructor may write comments in response to those made by the learner.

The goal of this curriculum is to enable learners to transfer classroom academic learning to the plant floor thereby improving productivity and efficiency. This curriculum will be most effective if the instructor customizes the curriculum to the specific worksite.

For more information
about the project or the
curricula contact:

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Curriculum Guide

Page 1

Module: Learning to Learn

Job Title: New Hires

Author: Ann Bennett

General Instructional Objective: Critical Thinking and Problem Solving
Overall Time: 45 minutes

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
VI. 400 Demonstrate ability to apply or transfer skills learned in one job situation to another.	10 min.	1.1 Motivational Activity • Discuss "Learning Quote". • Discuss learning on the job. • Instructor will give an example of something he/she has learned recently. • Ask students to write down 3 things they have learned in the past 6 months and discuss with a partner.	"Learning Quote" - Overhead "Learning Quote" - Handout <u>Chicken Soup for the Soul</u> . Canfield, Jack and Victor Mark. Health Communications, Inc., 1993. "Learning Projects" - Handout "Learning Questions" - Handouts	Observation Students' responses to discussion of "Learning Quote". Completion of "Learning Projects" - Handouts.
	10 min.	1.2 Instructional Activity • Discuss Learning Styles. • Administer learning styles Inventory to each student.	Learning Styles Inventory Student Handout- <u>Help Yourself! How to Take Advantage of Your Learning Styles</u> . Sonbuchner, Gail. New Reader Press, 1991.	Observation Students' responses to Learning Styles Inventory.

General Instructional Objective: Critical Thinking and Problem Solving

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
	5 min.	1.3 Instructional Activity • Discuss motivation. • Complete section one of "Motivation" handout.	Motivation - Handout Adapted From: <u>Learning to Do Your Job</u> . JIST Works Inc., Indianapolis, Indiana, 1992. (p. 72-74)	Students' written responses to section 1 of "Motivation"-Handout.
	10 min.	1.4 Instructional Activity • Discuss setting objectives. • Complete section two of "Motivation" handout.	Motivation - Handout	Students' responses to 2 of "Motivation"-Handout.
	5 min.	1.5 Instructional Activity • Discuss resources available on the job. • Complete section three of "Motivation" handout.	Motivation - Handout	Students' responses section 3 of "Motivation" - Handout
	5 min.	1.6 Closure Activity • Discuss successful learning in the past. • Discuss utilizing learning styles on the job. • Discuss resources used to get information on the job.		Students' responses to verbal discussion questions.

Materials Needed

Student Handouts

1. Learning Projects
2. Learning Styles Inventory
3. Motivation

Instructor Materials

1. Learning Quotes transparency (optional)
2. Learning Questions transparency (optional)

Lesson Outline

- I. Discussion of "Learning Quote"
- II. Students list three things recently learned (complete "Learning Projects" Handout)
- III. Learning Styles Inventory
- IV. Discuss motivation and complete section one of "Motivation" Handout
- V. Discuss setting objectives and complete section two of "Motivation" Handout
- VI. Discuss resources and complete section three of "Motivation" Handout
- VII. Closure discussion

LESSON PLAN

1.1 Motivational Activity - 10 minutes

1. Show the students a copy of the attached "Learning Quote" using an overhead or distribute a copy of the quote to each student as a handout. Lead students in a discussion about this quote. Ask for ideas about the meaning of this quote.
"Learning is finding out what you already know.
Doing is demonstrating that you know it.
Teaching is reminding others that they know it just as well as you.
You are all learners, doers, teachers." Richard Bach
2. Ask students why it is important to think about learning when starting a new job. Ask students what types of skills or knowledge they may be required to learn on their new jobs.
3. The instructor will give an example of something he/she has recently learned. Discuss how and why this skill or information was learned. Make sure that students understand that it need not be something that was learned in school. Possible examples the instructor may use include; learning to cook a new dish, learning to change the oil in the car, learning to play a new card game, etc..
4. Ask students to write down three things that they have learned in the past six months. Instruct students to write these items on their "Learning Project" handout.
5. The instructor will use his/her learning example from above and answer each of the questions listed below. This will show students how they are to discuss the questions in their small groups. Group students into pairs and ask them to discuss the following questions with their partner:
 1. *Who taught you or how did you learn this new skill?*
 2. *Why did you learn this skill?*
 3. *Are you able to do this skill well now?*
 4. *How much practice did you need before you could perform this skill well?*
 5. *What other skills can you do that are similar to this one?*
 6. *Do you think it was easier to learn this skill because you had background knowledge or knew how to do other similar skills?*
6. After pairs have completed their discussions, discuss the following questions as a class.
 - "Who taught you or how did you learn this new skill?" Students' answers may include: a person, books, computer, written directions, trial and error, etc.. Discuss the fact that there are many different ways people learn.

- **"Why did you learn this new skill?"** Students' answers may include: to get a new job, save money, fix something around the house, etc.. Discuss that the learner must have some type of motivation for learning.
- **"Did you know something about this skill before you started to learn the new skill?"** Explain to students that "Background Knowledge" is the combination of everything they have learned in the past. The learner can build on this prior knowledge, and it will make learning the new skill quicker and easier. For example, if a new sewing machine operator has experience sewing at home, it will most likely be easier for her to learn to operate an industrial sewing machine than it will be for an operator with no sewing experience.

1.2 Instructional Activity - 10 minutes

1. Direct students back to the following question discussed earlier, **"Who taught you or how did you learn the new skill?"**
2. Ask students to answer the following questions; **"Does everyone learn best in the same way? Does everyone learn best by reading? Does everyone learn best by hearing?"** Explain to students that there are different styles of learning and that most people have a "preferred learning style" or a way that they learn best.
3. Distribute a copy of the Learning Styles Inventory to each student and instruct them to complete the inventory. Explain that people learn better if they understand their preferred method of learning or their "learning style".
4. After students have completed the inventory, discuss the different styles and how each may be best utilized on the job.

Reading:

Read manuals.

Take notes on what your supervisor tells you so that you can read them at a later time.

Read job procedures

Look up unfamiliar words in the dictionary and read the definition.

Writing:

Take notes when you are given directions.

Write down your work schedule.

Write a "to do" list for tasks you must complete at work.

Write down your everyday work procedures.

Keep a small notebook with you to write down your questions and the answers.

- Listening:** Listen to directions.
Ask questions
Read procedures aloud or to a coworker.
Discuss ideas, procedures and directions with coworkers and listen to their comments.
- Speaking:** Paraphrase and repeat directions back to the person giving you the information.
Ask questions and paraphrase the answers to your questions.
Discuss ideas, procedures and directions with coworkers.
Read written directions or procedures aloud.
Verbally clarify all information that is told to you.
- Visualizing:** When receiving directions visualize yourself performing the task.
As you read create a picture in your mind of what you are reading.
Observe others performing the same job that you are learning.
- Manipulating:** When receiving directions perform the task you are being asked to do as soon as possible.
Practice new job tasks several times.
Use role-playing techniques to solve on the job problems.

1.3 Instructional Activity - 5 minutes

1. Direct students back to the following question discussed earlier. **"What motivated you to learn this new skill?"** Remind students that in order for learning to take place the learner must be motivated to learn.
2. Ask students to answer the following question; **"What may motivate you to learn new skills at work?"** (Answers may include: learn new job, keep job, promotion, pay raise, self-satisfaction, etc.)
3. Ask students to answer the following question: **"How can you develop and maintain your motivation?"** Most people are very motivated when they start a new job, but after they've been in the job for awhile, their motivation tends to die. It is necessary to keep that motivation alive if you want to keep learning and improving on the job. The following are some ideas that will help you to keep the motivation alive.
 - Find something interesting or exciting about your job.

- You may not be interested in the task but you may be motivated by the end result. For example learning to correctly complete company paperwork may not excite you but the possibility of getting a raise or promotion as a result of your excellent work may excite you.
4. Distribute a copy of the "Motivation Handout" to each student. Ask students to write down their motivation for wanting to learn new job skills.

1.4 Instructional Activity - 10 minutes

1. Discuss with students that after they have determined their motivation for learning, the next step is to set objectives or goals. Explain that objectives are simply the final outcomes of learning.
2. Explain to students that completing the following sentence will help them to set objectives.
 - "When I am done learning this, I must be able to..." Examples: "When I'm done with training, I must be able to sew at 100%." or "When I'm done with training, I must know the procedures used on the cutting floor."
3. Explain to students that it is important to write down a specific objective. Instruct students to write down one objective they want to achieve in the first 30 days at their new jobs. This should be written on the "Motivation Handout".

1.5 Instructional Activity - 5 minutes

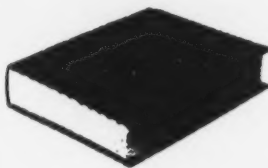
1. Discuss with students that in order to meet their objectives they must know where to get the information needed to learn on the job. Ask students the following question: "What can you do to find out how to perform your job effectively?"
2. Discuss the following resources that are available to employees:
 - A. On the job training.
 - B. Classroom instruction.
 - C. Supervisors.
 - D. Co-workers
 - E. Friends
 - F. Schools
 - G. Job descriptions
3. Ask students the following questions: "Which of these resources have you used at a past job? Which resources did you find to be most helpful? Why?"

1.6 Closure Activity - 5 minutes

1. Direct students back to the first part of the lesson when we discussed the three things they had learned recently. Use the discussion questions below to review the following main points: 1) The students have all been successful learners in the past and the skills used in the past can be used to learn new skills; 2) Using ones preferred learning style can improve learning; 3) There are many resources available to help employees learn new job skills.
2. Point out to students that they have all been successful learners in the past. Ask students to think about what helped them to learn in the past. Ask students the following question:
"Can the same methods used to learn new skills in the past be used to learn new skills on the job?"
3. Ask students the following question: **"How can you use your learning style to improve the way you learn on the job?"** Example: If your preferred style is reading, ask for procedures in written form. Take notes so that you can read them later.
4. Ask students the following question: **"What resources will you use to help you learn on the job?"**

References:

Help Yourself! How to Take Advantage of Your Learning Styles, by Gail Murphy
Sonbuchner. New Readers Press, 1991.



LEARNING QUOTE

*Learning is finding out
what you already know.*

*Doing is demonstrating
that you know it.*

*Teaching is reminding
others that they know it
just as well as you.*

*You are all learners, doers,
teachers.*

Richard Bach

LEARNING PROJECTS

In the last six months I have learned. . .

1. _____
2. _____
3. _____

Choose one of the things you listed above and discuss the following questions with your partners.

1. Who taught you or how did you learn this new skill?
2. Why did you learn this new skill?
3. Are you able to perform this skill well now?
4. How much practice did you need before you could perform the skill well?
5. What other skills can you do that are similar to this one?
6. Do you think it was easier to learn this skill because you had background knowledge or knew how to do other similar skills?

LEARNING QUESTIONS

- 1) Who taught you or how did you learn this new skill?**
- 2) Why did you learn this skill?**
- 3) Are you able to do this skill well now?**
- 4) How much practice did you need before you could perform this skill well?**
- 5) What other skills can you do that are similar to this one?**
- 6) Do you think it was easier to learn this skill because you had background knowledge or knew how to do other similar skills?**

MOTIVATION

Section One

In order to learn you must be motivated to learn! You must be able to find something exciting or interesting about what you are learning.

What is your motivation for wanting to learn new job skills?

Section Two

The final outcomes of learning are called objectives. You need to know and remember your learning objectives. When setting your objectives ask yourself the following question; "What must I be able to do when I'm done learning this?"

Write down at least one objective you want to achieve in the first 30 days at your new job.

Section Three

List the resources you might use to achieve the objective listed above.

Obtain a copy of:
Learning Styles Inventory

Sonbuchner, Gail. New Reader Press, 1991

WORKFORCE 2000 PARTNERSHIP (IEP)

Page 14

Name of Course: Learning to Learn

Date of Course: _____

Name: _____

Employer: _____

GOAL	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE	EVALUATION COMMENTS
• Improve skills for current job	Demonstrate ability to apply or transfer skills learned in one job situation to another.	1. Group Discussion - Learning the Job 2. Applied Practice - List three things you learned recently 3. Group Discussion - Learning styles		
• Improve skills for changing technology/future jobs		4. Administer Learning Styles Inventory 5. Group Discussion - Motivation 6. Applied Practice - Section I - Motivation Activity		
• Improve problem solving/critical thinking		7. Group Discussion - Setting 8. Applied Practice - Section II - Motivation Activity 9. Group Discussion - Resources		
		10. Applied Practice - Section III - Motivation Activity 11. Closure Activity - Review Topics		

Employee Signature _____

Date _____

Instructor Signature _____

**WORKFORCE 2000 PARTNERSHIP
CURRICULUM APPROVAL FORM**

Please review the attached curriculum. Complete the form. Return form and curriculum to:

Wanda Flowers, Curriculum Specialist
Workforce 2000 Partnership
Enterprise State Junior College
P.O. Box 1300
Enterprise, AL 36331

CURRICULUM MODULE: Patterns 1&2-Critical Thinking and Problem Solving
(Learning to Learn)

DATE RECEIVED: November 27, 1995

1. The lesson is technically correct. ☒ YES ☐ NO
If no, list your suggestions and corrections below.
A.
B.
C.
2. The lesson teaches the topic addressed. ☒ YES ☐ NO
If no, please write your comments and suggestions below.
A.
B.
C.
3. The answers to the lesson are correct. ☒ YES ☐ NO
If no, corrections should be noted below.
A.
B.
C.

4. The supplementary materials are adequate. / YES NO
If no, list other materials.

A.

B.

C.

5. This lesson is appropriate for public dissemination. YES NO

6. This lesson may be disseminated with company's name in the lesson heading. YES NO

7. Other Comments:

Is there enough time allotted?

Reviewed and edited by:

Reviewed by: _____
(Name and Job Title)

Industry Partner: _____

Date: _____
(This date should be within 30 days after date received.)

Approved by: _____

Industry Partner: _____

Date: _____
(This date should be within 30 days after date received.)

*~~What is the
time frame of
the lesson?~~*